

AUTHORITY: No Child Left Behind Act of
2001, Title I, Part B, Reading First.**COMPLETION:** Voluntary. (Consideration
for funding will not be possible if form is
not filed.)**STATE USE ONLY**

Date Received

Date Approved

Applicant No.

**2002-2003 COMPETITIVE GRANT APPLICATION FOR
THE MICHIGAN READING FIRST GRANTS****PART A. APPLICANT****TYPE OR PRINT:**

APPLICANT	Name of Local Education Agency		District Code	Telephone (Area Code)
	Address		City	Zip Code
			County	Fax
SUPER- INTENDENT	Name of Superintendent		Telephone (Area Code)	Fax (Area Code)
	E-Mail Address			

LEAD CONTACT	Name of Lead Contact		Telephone (Area Code)
	Address		City
	E-Mail Address		County
			Fax (Area Code)

PLEASE COMPLETE THE INFORMATION REQUESTED USING THIS FORM ONLY.Information is taken from this form and entered into a data base for processing. **DO NOT SUBMIT**
applications with answers stating "see attachments" or attachments (**UNLESS ASKED FOR**).Non-compliant applications will not be accepted and will be returned to the applicant **without review.**

ASSURANCES AND CERTIFICATION: By signing this assurances and certification statement, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications on pages 1b and 1c and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

DATE _____ SUPERINTENDENT
OR PSA DIRECTOR _____

SIGNATURE

TELEPHONE () _____ TYPED NAME _____

MAILING INSTRUCTIONS: The ORIGINAL and FOUR (4) copies of this application must be returned to the STATE address above by **JUNE 10, 2002.**

CERTIFICATION FOR PARTICIPATION IN COOPERATIVE PROJECT
(For Consortium Activities Only)

INSTRUCTIONS:

Cooperative projects may be submitted by two or more eligible local education agencies (LEAs). Each participating LEA should take the following action:

--- Provide the name of each Superintendent or Public School Academy (PSA) Director and signatures on the cooperative certification form.

--- Either accept administrative responsibility for the project or designate another local education agency as the administrative and fiscal agent.

Each of the undersigned certifies that, to the best of his or her knowledge, the information contained in this application is correct and complete; that the local agency that he or she represents has authorized him or her to file this application, and that such authorization action is recorded on the form below. The administrative and fiscal agency named below has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds to conduct this project.

CERTIFICATION OF LEA DESIGNATED ADMINISTRATIVE AND FISCAL AGENT FOR THIS PROJECT

Name of Local Education Agency		Name of Superintendent or Director	
Mailing Address (Street)		Signature	Date Signed
City	Zip Code	Telephone (Area Code/Local Number)	Fax Number
Name and Title of Contact Person		Mailing Address	E-mail

CERTIFICATION OF PARTICIPATING LOCAL EDUCATION AGENCY

Name of Local Education Agency		Name of Superintendent or Director	
Mailing Address (Street)		Signature	Date Signed
City	Zip Code	Telephone (Area Code/Local Number)	Fax Number
Name and Title of Contact Person		Mailing Address	E-mail

CERTIFICATION OF PARTICIPATING LOCAL EDUCATION AGENCY

Name of Local Education Agency		Name of Superintendent or Director	
Mailing Address (Street)		Signature	Date Signed
City	Zip Code	Telephone (Area Code/Local Number)	Fax Number
Name and Title of Contact Person		Mailing Address	E-mail

ASSURANCES AND CERTIFICATIONS**—FEDERAL PROGRAMS—**

INSTRUCTIONS: Please attach ALL assurances to the application.

Certification Regarding Lobbying for Grants and Cooperative Agreements

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form—LLL “Disclosure Form to Report Lobbying,” in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participants shall attach an explanation to this proposal.

Assurance with Section 511 of the U.S. Department of Education Appropriation Act of 1990

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

Assurance Concerning Materials Developed with Funds Awarded Under this Grant

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: “These materials were developed under a grant awarded by the Michigan Department of Education.”

Certification Regarding Nondiscrimination Under Federally and State Assisted Programs

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

Participation of Non-Public Schools

The applicant assures that private non-profit schools have been invited to participate in the grant program and participating schools have been consulted in assessing needs, planning, and implementing the activities of this application. The applicant shall maintain continuing administrative control and direction over funds and property that benefits students enrolled in private schools.

AUDIT REQUIREMENTS

All grant recipients who receive \$300,000 or more in federal funds from all sources are required to have an audit performed in compliance with the Single Audit Act. *(Effective November 1996.)*

Certification Regarding Title II of the Americans with Disabilities Act (ADA), P.L. 101-336, State and Local Government Services (for Title II applicants only.)

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities and services of public entities. Title II requires that “No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity.” In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

Certification Regarding Title III of the Americans with Disabilities Act (ADA), P.L. 101-336, Public Accommodations and Commercial Facilities (for Title III applicants only.)

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses exiting facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title II of the ADA for the program or service for which they receive a grant.

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipient of the grant should it be awarded:

Assessments—The Local Education Agency will:

- 1) Assure the State that screening, diagnostic, and classroom based instructional assessments are utilized as identified by the State as in the ITBS, or are aligned with scientifically based reading research, are valid and reliable, and are aligned with the instructional program.
- 2) Assure the State that year-end ITBS testing will include children with disabilities and English Language Learners.
- 3) Have a clear schedule for assessments and using assessments that are appropriate for the skills and goals of particular grades.
- 4) Use assessments to inform instruction and make decisions about appropriate interventions, programs and strategies.
- 5) Meet the needs of all K-3 students both in accelerating performance and monitoring progress of their literacy.
- 6) Assure the State that the LEA will provide the funding for purchasing and administering the ITBS, DIBELS (or an acceptable substitute), and screening or diagnostic tests; for staff trained in diagnostic assessments, including sufficient time to provide timely and thorough assessments of children's learning capabilities.
- 7) Assure the State that the LEA will report reading achievement data from both the ITBS and DIBELS (or an acceptable substitute) the Reading First Management Team.
- 8) Assure the State that the LEA will participate in the national evaluation of Reading First.

Instructional Program—The Local Education Agency will:

- 9) Implement reading programs that are based on scientifically based reading research from the state list of resources of options of comprehensive programs that provide instruction to all K-3 students.
- 10) Employ instructional strategies to teach the five essential components of reading and effective program elements.
- 11) Assure the State that each RF classroom (K-3) will set aside a 90-minute block of time each morning for reading and language arts. Two hours are considered desirable, but 90 minutes are required.
- 12) Align the scientifically based reading program with Michigan's standards and MEAP assessment.
- 13) Select and implement scientifically based instructional materials including supplementary materials and intervention programs from the list provided by Michigan (as earlier discussed in the State Outline), and integrate the materials with a comprehensive reading program.
- 14) Use such materials for their intended purpose and align materials with a coordinated instructional sequence, practice opportunities, and explicit instruction.

Instructional Leadership—The Local Education Agency will:

- 15) Identify instructional leadership in literacy including: designated individuals with sufficient time and expertise to provide leadership; authority to make decisions; provide training for principals and building leaders; provide training in the essential components of reading and application to instructional programs for teachers within the RF schools and outside of the RF schools; align the reading curriculum to the Michigan Standards and MEAP; evaluate district and school reading progress; analyze achievement data; and commit to ensuring instructional leadership continuity.

Professional Development—The Local Education Agency will:

- 16) Assess professional development needs, deliver and sustain meaningful professional development in the essential components of reading instruction; scientifically based instructional programs, materials, and strategies; and screening, diagnostic, and classroom based instructional assessments to the K-3 teachers, to K-12 special education teachers, and to administration.
- 17) Articulate a full range of professional development experiences with sufficient time for teachers to study, observe, practice, apply and evaluate their implementation of strategies and methodologies.

SIGNATURE OF SUPERINTENDENT OR PSA DIRECTOR

DATE

PART B. PROJECT ABSTRACT

APPLICANT: _____

PROJECT NAME: _____

INSTRUCTIONS: Organize the Project Abstract using the following categories. Do not use additional pages. (May be single-spaced with a size 12 point font.)

STATEMENT OF NEEDS: (Include target population(s).)

DESCRIPTION OF PROJECT: (Serves as summary.)

PROJECT PLAN: (Summarize.)

QUALIFICATIONS OF KEY PERSONNEL:

Chart C1-a. BUILDING AUDIT – Complete one form for each eligible building.

Building Name:		Grade Levels Served:	Building Code:	District Code:
School Improvement Status:		<input type="checkbox"/> Empowerment Zone <input type="checkbox"/> Enterprise Community		<input type="checkbox"/> Urban <input type="checkbox"/> Suburban <input type="checkbox"/> Rural
Building Status	Kindergarten	1st Grade	2nd Grade	3rd Grade
Number of Teachers in Each Grade				
Years of Teaching Experience for Each Teacher/ Years Teaching at Current Grade Level				
Number of Special Education Teachers in Each Building				
Years of Teaching Experience for Each Special Education Teacher				
Certification Levels of K-3 and Special Education Teachers				

Community Demographics	Kindergarten	1st Grade	2nd Grade	3rd Grade
Number/Percentage of Children in Poverty				
Number/Percentage of Children Reading Below Grade Level				
Private Schools Within School Attendance Area				
Contact Person For Each Private School/ Number of Eligible Students				
Preschool Programs Within School Attendance Area				
Racial/Ethnic Diversity: Percentage and Number of Students in Major Ethnic Groups				
Percentage and Number of Students with Limited English Proficiency				

Chart C1-b. LOCAL EDUCATION AGENCY PARTICIPATION IN THE FOLLOWING MICHIGAN PROGRAMS – Complete one form for each eligible building.

(Please indicate by **checkmark** current or previous Michigan initiatives your building participates in. Give details.)

	Currently:	Planned:
EARLY CHILDHOOD AND FAMILY LITERACY:		
Family FUNdamentals for Literacy— <ul style="list-style-type: none"> ▪ Activities for children that reinforce specific areas of literacy development 		
MI Even Start Family Literacy Initiative— <ul style="list-style-type: none"> ▪ Parent/child interactive literacy activities; ▪ Programs to prepare children for success in school and life experiences; ▪ Parent training as their children's primary teacher and partners in their children's education ▪ Parent literacy training 		
MI School Readiness Program— <ul style="list-style-type: none"> ▪ Prekindergarten services for children the year before they are age-eligible for school ▪ Some full-day, full-year services 		
SCHOOL PROGRAM:		
All Students Achieve Program-Summer School Achievement Program (ASAP-SSP) Grants		
All Students Achieve Program-(ASAP-LAP) Literacy Achievement Program Grants		
STATE LEADERSHIP		
Comprehensive School Reform Demonstration		
Goals 2000 MI CliMB (Clarifying Language in Michigan's Benchmarks)		
Michigan Curriculum Framework—Standards and Benchmarks for English Language Arts		
Partnership for Success— <ul style="list-style-type: none"> ▪ On-site building level assistance to persistently low performing schools 		

Reading Plan for Michigan— <ul style="list-style-type: none"> Preschool through grade 3 literacy plan to impact literacy development and achievement 		
Regional Literacy Training Centers— <ul style="list-style-type: none"> 8 centers geographically distributed around Michigan to provide training programs for teachers in reading instruction and assessment 		
Sustained Learning <ul style="list-style-type: none"> Goals 2000 money utilized to establish technology information centers to assist with communication structures including teleconferences 		
Title I Intensive Assistance		
TEACHER DEVELOPMENT		
<ul style="list-style-type: none"> Pre-service/Institutions of Higher Education 		
<ul style="list-style-type: none"> In-service-Literacy Courses via Regional Literacy Training Centers 		
OTHER: (Please describe)		

- LEA may choose to insert an asterisk in any box that seems too small for the answer desired and attach answers in narrative form below; or
- LEA may choose to supply answers to all questions in narrative form; or
- LEA may contact Faith Stevens at stevensf@michigan.gov to have an electronic version of these charts sent. Boxes may then be expanded as needed.

Chart C2. CURRENT STATUS OF LITERACY INSTRUCTION BY BUILDING – Complete one form for each eligible building.

Building Name:

	Kindergarten	First Grade	Second Grade	Third Grade
COMPREHENSIVE PROGRAMS AND MATERIALS:				
Phonemic Awareness				
Phonics				
Fluency				
Vocabulary				
Comprehension				
SUPPLEMENTARY MATERIALS:				
Phonemic Awareness				
Phonics				
Fluency				
Vocabulary				
Comprehension				
ASSESSMENT:				
Standardized Achievement Test				
Screening Tests				
Diagnostic Tests				
On-going Evaluation of Student Progress				

STAFF:	Kindergarten	First Grade	Second Grade	Third Grade
Number of Teachers Certified to Teach in the Grade Level They are Assigned to				
Class Size				
Number of Paraprofessionals				
Title I/ At Risk Support				
Subject Areas In Which Paraprofessionals Provide Support for Children				
Amount of Time Paraprofessionals Spend per Classroom				
OTHER RESOURCES:				
Parent Support Organizations				
Library Programs				
Community Partnerships				
Technology for Instruction (# of Computers in each Classroom)				
Types of Computers Available; Capacity; CD Drives				
# of Teachers Who Took Advantage of TTI Program				
Infrastructure to Support Technology (phone lines, electrical connections, etc.)				

- LEA may choose to insert an asterisk in any box that seems too small for the answer desired and attach answers in narrative form below; or
- LEA may choose to supply answers to all questions in narrative form; or
- LEA may contact Faith Stevens at stevensf@michigan.gov to have an electronic version of these charts sent. Boxes may then be expanded as needed.

Chart C3. CURRENT ASSESSMENT AND PLAN FOR MONITORING STUDENT PROGRESS –Complete one form for each eligible building.

Assessments Currently Used	Kindergarten	1st Grade	2nd Grade	3rd Grade
Standardized Assessments Currently Used/Publication Date				
Classroom Assessments Currently Used				
Diagnostic Assessments Currently Used				
Screening Assessments Currently Used				
How Data Gathered by Each Type of Assessment is Used				
Instructional Strategies Currently in Use				

- LEA may choose to insert an asterisk in any box that seems too small for the answer desired and attach answers in narrative form below; or
- LEA may choose to supply answers to all questions in narrative form; or
- LEA may contact Faith Stevens at stevensf@michigan.gov to have an electronic version of these charts sent. Boxes may then be expanded as needed.

Assessments Selected for LEA Reading First Plan: _____

Chart C4. SELECTION OF COMPREHENSIVE AND SUPPLEMENTARY/INTERVENTION PROGRAM/MATERIALS – Complete one form for each eligible building.

COMPREHENSIVE PROGRAMS/MATERIALS	SUPPLEMENTARY/INTERVENTION PROGRAMS/MATERIALS
Basal readers (select one publisher to be used for all K-3 classes in the school)	

RATIONALE FOR SELECTION:

PART D. BUDGET

IM-02-61 (Page 11)

INSTRUCTIONS: The Budget Summary (1) and the Budget Detail (2) must be prepared by or with the cooperation of the Business Office using the Michigan School Accounting Manual (Bulletin 1022).

1. BUDGET SUMMARY

CFDA NUMBER: 8 4 . 3 5 7

LEGAL NAME OF APPLICANT					
RECIPIENT CODE	GRANT NUMBER	PROJECT NUMBER	PROJECT TYPE <input type="checkbox"/> Regular <input checked="" type="checkbox"/> 2 Carryover	ENDING DATE M M D D Y Y 0 6 3 0 0 3	FY of Approved Activity 2003

BUDGET:

OBJECTS:

FUNCTION CODE	FUNCTION TITLE	SALARIES 1000	BENEFITS 2000	PURCHASED SERVICES 3000, 4000	SUPPLIES & MATERIALS 5000	CAPITAL OUTLAY 6000	OTHER EXPENSES 7000, 8000	TOTAL
110	Instruction -- Basic Programs							
120	Instruction -- Added Needs							
130	Instruction -- Adult/Continuing Ed.							
210	Pupil Support Services							
220	Instructional Staff Services							
230	General Administration							
240	School Administration							
250	Business Services							
260	Operation and Maintenance							
270	Pupil Transportation Services							
280	Central Support Services							
290	Other Support Services							
300	Community Services							
400	Outgoing Transfers, etc.							
999	INDIRECT CHARGE = MDE Approved Rate of 3.5% X (Total Expenditures, minus Capital Outlay, minus Outgoing Transfers)							

TOTAL EXPENDITURES

A

Reading First Allocation (B)

B

Expenditures from Additional Sources (A minus B)

C

TOTAL AMOUNT REQUESTED

TRANSACTION PURPOSE:	AMOUNT OF CHANGE (Use minus sign preceding decreases)
<input checked="" type="checkbox"/> 1 Original	
<input type="checkbox"/> 2 Amendment	\$ _____

2. BUDGET DETAIL ---

Explain each line item that appears on the Budget Summary, using the indicated function code and title, on a plain sheet.

DATE	BUSINESS OFFICE REPRESENTATIVE (Type or Print)	SIGNATURE
DATE	PROJECT CONTACT PERSON (Type or Print) Faith Stevens	SIGNATURE
DATE	M.D.E. CONTACT PERSON (Type or Print)	SIGNATURE

MDE certifies the application is complete and meets the program requirements set forth in statute.